
Teaching and learning materials for pre-service and in-service teachers

Locating relevant and credible publications

Target audience:
Pre-service and in-service teachers

Language:
EN

ReaLiTea

Research Literacy of Teachers



UNIVERSITY OF BERGEN
Faculty of Psychology



University of Stuttgart
Germany



© The ReaLiTea Project (2025). This document is intended solely for use in piloting activities. It is provided on a confidential basis and is not to be distributed, shared, copied, or modified in any form without prior written permission from the authors. The content is provisional and may be subject to change based on feedback from the piloting process. Use outside the scope of the pilot is not permitted. This license does not apply to materials that are covered by other copyright laws and that are linked herein.

You must give credit to the authors when you use these materials. Please do so as follows:

The ReaLiTea Project. (2025). *Locating relevant and credible publications*. Available online: <https://www.realitea.info/locatingpublications>.

Authors listed in alphabetical order:

Carolyn Blume (Heidelberg University of Teacher Education)
Louise Caruso (University of York, OASIS)
Kenan Dikilitaş (University of Bergen)
Raúl Enrique García López (TU Dortmund University)
Julia Huettnner (University of Vienna)
Sebastian Kösel (University of Stuttgart)
Achilleas Kostoulas (University of Thessaly)
Emma Marsden (University of York, OASIS)
Eleni Motsiou (University of Thessaly)
Julia Pittenauer (University of Vienna)
Christina Ringel (TU Dortmund University)
Aysel Saricaoğlu (Ankara Social Sciences University)
Saskia Schabio (University of Stuttgart)
Yela Schauwecker (University of Stuttgart)
Evgenia Tassou (University of Thessaly)
Sofia Tsioli (University of Thessaly)

This publication was co-funded in part by the European Union (ERASMUS+ KA220-HED-000157446, ReaLiTea). The author(s) are solely responsible for the content.

Table of Contents

Table of Contents.....	3
Module 2 Locating relevant and credible publications	4
Module Overview.....	4
Activity 1: Warm-up	8
Activity 2: How to locate appropriate sources of information	12
Activity 3: Selecting appropriate sources of information	19
Activity 4: Self-assessment task	31
Additional reading.....	33
Appendix I: Where to find useful publications.....	34
Appendix II: Boolean Operators	37

Module 2

Locating relevant and credible publications

Module Overview

Summary

The ability to effectively locate and access professional knowledge is a fundamental component of research literacy. This module, *Locating published professional knowledge*, aims to foster key skills necessary for teachers of foreign, second or additional languages to engage with scholarly and professional resources. The primary focus of this module is on developing the teachers' abilities to search for relevant and credible publications, and to filter search outputs in order to locate the publications that are most useful to them. The module emphasizes the importance of identifying the relevance of publications to teachers' specific areas of interest and pedagogical contexts, while providing targeted instruction and practical application through specific activities.

Video introduction

Transcript

This set of learning materials, which has been developed as part of the Research Literacy of Teachers Project, or 'ReaLiTea', focuses on locating relevant and credible publications that can inform language education. 'Publications', in this context, refers to any form of published content that is relevant to teachers of foreign, second or additional languages.

In contemporary language education, the ability to effectively locate professional knowledge is of paramount importance for both sustaining pedagogical excellence and fostering ongoing professional development. Such skills are crucial, as they enable educators to remain at the forefront of linguistic research, pedagogical innovations and cultural insights necessary for effective teaching in a globalized world. By broadening your research methodologies, you will be better equipped to navigate the complexities of both academic literature and practical insights that underpin effective language instruction.

The landscape of scholarly and professional publications about language education is vast, dynamic and uneven. This unit addresses the critical skills and strategies teachers need to navigate such a landscape. A core underlying component of these skills and strategies is the ability to discern and access publications that are relevant and credible. This refers equally to publications that are professionally oriented and to publications that written in academic

style. The examples we use in these materials, however, will be drawn primarily from the academic literature, as this is more opaque and guidance may be more usefully focused there.

This unit features four activities. The first activity comprises four steps and serves as a preparatory exercise. This activity will help you to identify and organize of professional knowledge sources. The second activity, which comprises five steps, focuses on locating appropriate sources of information. These activities are designed to organize participants' professional knowledge, enhancing skills in refining search strategies and applying the search statement to different academic databases.

Activity 3 which follows invites you to try out your research questions in various databases and search engines. This will help you to get a feel of how user-friendly they are, and also to try out techniques for refining your search.

The unit concludes with a self-assessment reflective task, enabling participants to evaluate their learning outcomes and construct a personalized toolkit for locating scholarly sources. Activities are structured in sequential steps, allowing participants to progress at their own pace, with recommendations to focus on steps aligning with their learning priorities. Guidance on aims, required resources and estimated time for completion is provided to facilitate smooth navigation through the module.

While activities can be undertaken individually, collaboration with colleagues, either onsite or within online learning communities is encouraged. This fosters the exchange of perspectives and mutual learning from colleagues' insights. The materials indicate which tasks are most conducive to discussion and pair work.

In cases where activities offer multiple options, we invite you to explore as many possibilities as your time allows. Alternatively, if you are working in a groups, perhaps you can distribute the options among yourselves and spend some time afterwards discussing them, in order to make the most of the learning experience.

We hope that you find these materials helpful and enjoyable. Onwards!

Intended learning outcomes

When you have completed this unit, you will be able to:

- Improve your learning practices (A.3.3.)¹, by developing the ability to locate appropriate learning resources based on your strengths, interests and needs.
- Efficiently search for information (B.1.1.) by creating a search strategy based on your needs, and by implement this strategy using focused and efficient search statements.
- Filter information (B.1.2.) by refining and optimising your research strategy in order to retrieve relevant and high-quality information.
- Retrieve potentially useful information (A.3.1.), by efficiently using various academic databases and repositories where published knowledge is deposited, thus ensuring consistent success in locating the most pertinent scholarly sources.

Required resources

- ✓ Internet access
- ✓ Headphones (optionally)
- ✓ Module 2 resources
- ✓ Writing materials
- ✓ The professional development framework

¹ These codes refer to competences described in the ReaLiTea Professional Development Framework.

Using these materials

Most sections in this set of materials are marked with symbols, which suggest how you might want to engage with them. The table below shows what each symbol represents.

	Explanation This section provides an explanation or tip.
	Discussion task This step can be carried out as a discussion activity with a colleague.
	Reflection task In this step you will need to reflect on your professional knowledge / experience.
	Focused reading task This section contains a text with which you will need to engage, and possibly answer questions.
	Video-based task This section provides visual information (e.g., a video) that you can engage with, and possibly answer questions.
	Writing task This is a task in which you will need to write down a response.
	Online Resources In this task, you can consult web-based content, which you may need to locate on your own.
	Additional reading This section provides access to additional reading resources.
	Digital Format This symbol indicates content or resources that are available online or in an electronic form.
	Answer space This section indicates space provided for your written response
	Multiple Options This symbol indicates that there are several alternative paths or tasks available in this step.

Activity 1: Warm-up

This activity will help you to:	✓ Reflect on your current sources of professional knowledge ✓ Identify and organize your professional knowledge sources
To do this activity, you will need:	✓ A helpful colleague or access to a forum (optionally) ✓ Access to the internet (for Step 2, the mind map)
Time required	15–20 minutes



This step can be implemented as a discussion task with a colleague.

Step 1



Reflect on the following questions or discuss them with a peer.

- When was the last time you referred to a publication (e.g., book, academic article, teaching report, blog) to learn more about teaching and learning approaches, methods and techniques?
- Where do you usually look for research and teaching insights? Are these the same resources? What are their differences?
- How do you decide which sources are worth exploring when you search for scholarly information?
- What challenges do you face in accessing academic research and making good use of it?
- How confident are you in assessing the credibility of academic sources?



This step can be implemented as a discussion task with a colleague.

Step 2



Create a mind map of your current professional knowledge sources.



This mind map encourages a comprehensive approach to professional development by considering a wide range of resources.

Instructions:

- a) Access the online mind map using one of the options on the right (QR code, hyperlink).
- b) Look at the example provided ("My Professional Knowledge Sources").
- c) Using a similar online resource, or pen-and-paper, create a similar mind-map, with branches for each type of source you use. Take an inclusive approach, noting as many sources as possible (e.g., Academic Journals, Conferences, Books, Infographics, etc.).
- d) Under each branch, list specific examples (e.g., for research databases: OASIS).
- e) Using a different colour, expand the map to include sources that you do not regularly use.
Why is this not the case?



[https://www.mindmeister.com/
app/map/3623595559](https://www.mindmeister.com/app/map/3623595559)



This step can be implemented as a discussion task with a colleague.

Step 3



Analyze your mind map of your current professional knowledge sources.

- Look for any areas where you might be over-reliant on one source or missing out on others.
- Consider any potential sources you haven't yet explored.
- Consider what benefits these new sources might offer in terms of credibility, depth, or access to current research.
- Identify one or two steps you can take to broaden your access.



Have you considered, e.g., institutional repositories?



For example, you could join out online research community!





This step can be implemented as a discussion task with a colleague.

Step 4



In the following table, you can find a range of professional knowledge sources with an academic or scholarly orientation. Reflect on how often you use each source, as detailed below. Discuss any sources that are unfamiliar to you.

Research Databases		Never	Rarely	Sometimes	Often	Always
	OASIS	☐	☐	☐	☐	☐
	ERIC	☐	☐	☐	☐	☐
	JSTOR	☐	☐	☐	☐	☐
	Google Scholar	☐	☐	☐	☐	☐
	Scopus	☐	☐	☐	☐	☐
Repositories		Never	Rarely	Sometimes	Often	Always
	Directory of Open Access Repositories	☐	☐	☐	☐	☐
	University Institutional Repositories	☐	☐	☐	☐	☐
Networks	Cambridge Core	☐	☐	☐	☐	☐
		Never	Rarely	Sometimes	Often	Always
	Academia.edu	☐	☐	☐	☐	☐
Online Resources	ResearchGate	☐	☐	☐	☐	☐
	Communities of practice	☐	☐	☐	☐	☐
		Never	Rarely	Sometimes	Often	Always
	Journals (e.g., <i>Studies in Second Languages Teaching and Learning</i>)	☐	☐	☐	☐	☐
	TESOL Graphics	☐	☐	☐	☐	☐
	TESOLAcademic channel	☐	☐	☐	☐	☐
	TESOL Talks Podcast	☐	☐	☐	☐	☐
	World TESOL Academy Blog	☐	☐	☐	☐	☐

Activity 2: How to locate appropriate sources of information

This activity will help you to:	✓ Develop the ability to construct a focused and efficient search statement. ✓ Enhance skills in refining search strategies to improve research outcomes. ✓ Apply the search statement to different academic databases
To do this activity, you will need:	✓ Writing materials ✓ A helpful colleague or access to a forum (optionally, for Step 2) ✓ Internet Access (for Steps 1, 2 & 5) ✓ Headphones (for Step 2 & 4)
Time required	35–40 minutes



This step can be implemented as a discussion task with a colleague.

Step 1



Read the following text. Consider your existing knowledge of the topic and the application of Boolean operators in search strategies.



A **Boolean search** is an analytical technique that utilizes logical operators to interrogate databases, search engines, and text corpora, thereby facilitating the identification of information that satisfies precise search criteria. The cornerstone of Boolean searching lies in the application of specific symbols, known as Boolean operators, which serve to combine search terms in a manner that enhances the accuracy and relevance of retrieved results. Boolean search is a method used to narrow down search results by using keywords connected with Boolean operators. These operators help you locate information that meets specific criteria across search engines, databases, or text.

Boolean operators constitute a fundamental component of information retrieval systems, enabling users to construct complex queries and obtain highly specific and relevant search results. These operators serve as logical connectors, facilitating the precise combination of search terms to refine queries and enhance the accuracy of retrieved information. The primary Boolean operators include AND, OR, and NOT, each serving distinct functions in query formulation.



This step can be implemented as a discussion task with a colleague and is concurrently available in digital format.

To check your responses, see Appendix II.

Step 2



The following quiz helps you to reflect on how competent you are in identifying academic resources. How efficient are you in searching for information online?

Question 1: When constructing an effective search statement for a literature review, which strategy is most likely to make your search results more relevant?

- a. Using only broad, general keywords without any Boolean operators.
- b. Combining specific keywords with synonyms using Boolean operators and controlled vocabulary.
- c. Relying solely on the database's default search settings.
- d. Using wildcard characters exclusively without Boolean operators.

Question 2: Why might I use quotation marks in a search query?

- a. To perform a wildcard search.
- b. To retrieve results containing the exact phrase.
- c. To exclude the phrase from results.
- d. To indicate a search for related terms.

Question 3: Which of the following is the most effective search statement for finding articles about "The use of mobile apps in language learning for young learners"?

- a. Mobile apps language learning young learners.
- b. Mobile apps OR language learning OR young learners.
- c. "Mobile apps" AND "language learning" AND "young learners".
- d. Mobile apps NOT language learning NOT young learners

Question 4: Which of the following is a good way to adapt a search statement for a different database?

- a. Use the exact same search statement without making any changes.
- b. Use only the keywords and ignore the Boolean operators.
- c. Consider the database-specific features and adjust the search statement accordingly.
- d. Use only the title of your research question as the search statement.



Answers

1: b; 2: b; 3: c; 4: c

Step 2 (Digital Format)



Access the quiz using one of the following options and answer the questions in it.

QR code



Link

<https://link.kostoulas.com/Realitea202>

Online Quiz



This step can be implemented as a discussion task with a colleague and is concurrently available in digital format.

For extra help, refer to the Appendix III.

Step 3



Watch the video and answer the following questions.

QR code



Link <https://www.youtube.com/watch?v=VgtN-mMkajg>

Web of Science Training. (n.d.). *Build Better Searches in Web of Science* [Video]. YouTube.

Are the following statements true or false:

Build Better Searches in Web of Science		
Using the Boolean operator “AND” between keywords narrows your search results by requiring that all connected terms appear in each result.	☐ T	☐ F
Placing a phrase within quotation marks in a search query will search for the exact phrase, not just the individual words.	☐ T	☐ F
The operator “OR” is useful when you want to retrieve results that include at least one of several alternative keywords.	☐ T	☐ F
Using the operator “NOT” in your search statement will exclude results containing the term that follows it.	☐ T	☐ F
Effective search statements depend only on selecting the right keywords, and the structure or order of terms does not affect the results.	☐ T	☐ F

Step 3 (Digital Format)



Watch the following video and answer the questions

QR code



Link

<https://link.koustoulas.com/Realitea204>

Web of Science Training. (n.d.). *Build Better Searches in Web of Science* [Video]. YouTube.

Step 4



Read the following text and subsequently formulate a research question pertinent to your field of interest.



Operationalization is a pivotal step in research design, transforming abstract research aims into concrete, measurable objectives. It involves breaking down overarching goals into specific, testable questions that can yield quantifiable or verifiable answers.

The process begins with deconstructing broad research aims into constituent elements, such as in the example of studying educational continuity between primary and secondary education. For instance, 'continuity' can be dissected into various facets like pedagogical practices, curriculum alignment, and organizational structures.

By focusing on a specific aspect, such as pedagogical continuity, researchers can formulate operationalized research questions. These questions typically involve data collection and analysis to answer inquiries like the extent, nature, and success of pedagogical continuity, as well as the roles, responsibilities, and resources involved.

Operationalized questions are essential as they:

- Define clear criteria for measurement
- Specify the type of evidence required
- Guide data collection and analysis
- Ensure the research is empirically grounded

Through this process, researchers move from general intentions to concrete, actionable questions, thereby enhancing the validity and reliability of their studies.

Adapted from:

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge Falmer.



Research Question

Step 5



One way to access your research question involves the implementation of criteria. Read the following **FINER criteria** and evaluate whether your research question aligns with them. Discuss any aspects that were not initially considered.



The **FINER criteria** are a set of guidelines used to evaluate the ethical appropriateness of research. Each letter stands for:

F: Feasible

I: Interesting

N: Novel

E: Ethical

R: Relevant

Evaluation Checklist

Finer Criteria		
Criterion	Ask yourself	Check (✓)
Feasible	Are there sufficient resources (time, personnel, data) available for the study?	☐
Interesting	Does the research question address a significant issue in education?	☐
Novel	What is the current state of knowledge on this topic?	☐
Ethical	Does the study comply with ethical guidelines (e.g., informed consent, confidentiality)?	☐
Relevant	Does the research question align with current educational challenges and priorities?	☐

Activity 3: Selecting appropriate sources of information



Now it is time to try out your search query, in order to find answers to the research question you created in Activity 2.

- You can try writing some variations of your search query in the space below.
- Writing a good search query will take some trial and error, and you will likely have to reformulate your search query several times before you narrow down the results.
- Even then, however, you will need to select which articles are most relevant to your needs. We will learn more about this by exploring the options below.



You can use appropriate search techniques —such as the use of quotation marks for exact phrase matching, Boolean operators to refine your query and pertinent keywords— to enhance the precision of your results.



Search query



There are five options in this activity. You may choose to engage with any one of these options, depending on your strengths, interests and needs.



Option 1: Using OASIS



Option 2: Using ERIC



Option 4: Using Google Scholar



Option 4: Using JSTOR

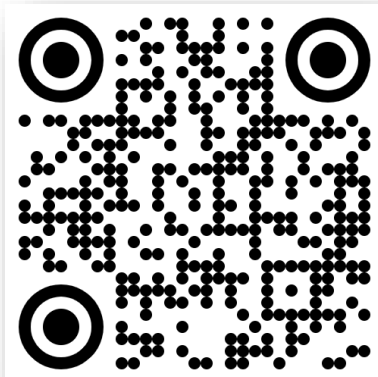


Option 5: Using a journal search function



Visit the OASIS (Open Accessible Summaries in Language Studies) database using the links provided below. Then, use the search function to run a query that will bring up articles connected to your research question.

QR code



Link <https://www.oasis-database.org>

The OASIS Database

Need help using the OASIS database?



- Start by entering some search terms into the search box. OASIS automatically performs an OR search and searches for any words entered. For example, if you type “word1 word2” (without the quotation marks), this will bring search results including word1 OR word2 OR both.
- You can also use quotation marks around a search term or phrase to find summaries that contain the exact words or phrases.
- Refine your search results with the filters down the left of the screen. For example, you can search for all OASIS content with * and use Research Area filter to refine your search results.



Now, choose one summary that looks promising, and evaluate it with the criteria overleaf.

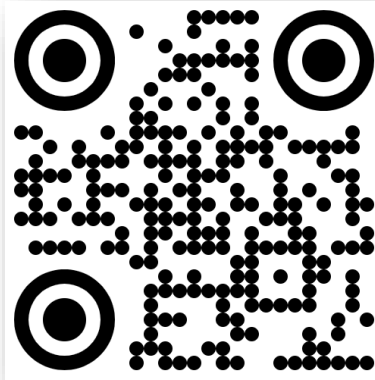
What to consider?	Ask yourself...	Record your answer
Scientific Area	What specific area of interest does this source primarily address?	
Type of source	What is the format or nature of the document (e.g., peer-reviewed article, book, conference paper, report)?	
Language	In what language is the source written?	
Geographic Focus	What specific region or area does the source address or is contextualized within?	
Timeliness	How current is the source, considering its publication date and the context in which it was produced?	
Relevance	To what extent does the source directly address your research questions or thematic areas?	
Credibility	What is the credibility of the source based on the expertise of the authors, their affiliations, and the reputation of the publisher?	
Accessibility	How easily can the full text and supporting materials be accessed?	
Methodology	What methodology is used in the research?	
Originality	Does the source bring unique perspectives, methodologies or findings that significantly advance knowledge in my field?	

Option 2: Using ERIC



Visit the Educational Resources Information Centre (ERIC) database using the links below. Then, use the search function to run a query that will bring up articles connected to your research question.

QR code



Link

<https://eric.ed.gov/>

Educational Resources Information Centre (ERIC)



Need help using ERIC?

The video below has some advice on how to use ERIC efficiently.

QR code



Link <https://www.youtube.com/watch?v=WkUxARnUhn4>

ERIC – Education Resources (n.d). *Searching eric.ed.gov* [Video]. YouTube.



Now, choose one article that looks promising, and evaluate it with the criteria below.

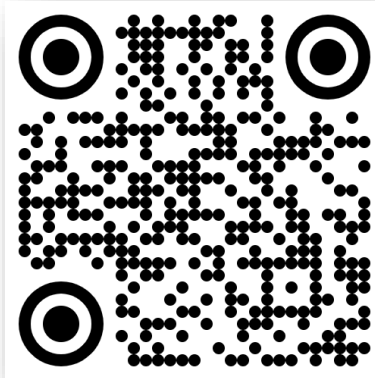
What to consider?	Ask yourself...	Record your answer
Scientific Area	What specific area of interest does this source primarily address?	
Type of source	What is the format or nature of the document (e.g., peer-reviewed article, book, conference paper, report)?	
Language	In what language is the source written?	
Geographic Focus	What specific region or area does the source address or is contextualized within?	
Timeliness	How current is the source, considering its publication date and the context in which it was produced?	
Relevance	To what extent does the source directly address your research questions or thematic areas?	
Credibility	What is the credibility of the source based on the expertise of the authors, their affiliations, and the reputation of the publisher?	
Accessibility	How easily can the full text and supporting materials be accessed?	
Methodology	What methodology is used in the research?	
Originality	Does the source bring unique perspectives, methodologies or findings that significantly advance knowledge in my field?	

Option 3: Using Google Scholar



Visit Google Scholar using the links below. Then, use the search function to run a query that will bring up articles connected to your research question.

QR code



Link

<https://scholar.google.com>

Google Scholar



Need help using Google Scholar?

If you follow the links below, you will find a useful slideshow with advice on using Google Scholar efficiently.

QR code



Link

<https://library.si.edu/sites/default/files/tutorial/pdf/advancedgooglescholar.pdf>

Russell, D. M. (2017). *Advanced Google Scholar* [PowerPoint slides]. Google.



Now, choose one book or article that looks promising. You may not be able to access it, but the summary should help you make an appraisal about its relevance and credibility. Evaluate this source using the criteria below.

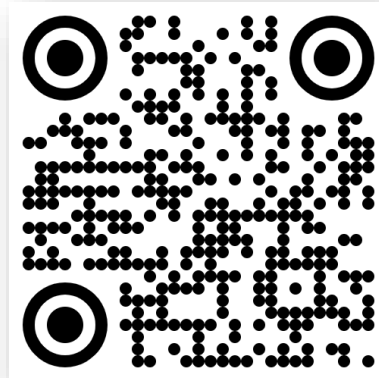
What to consider?	Ask yourself...	Record your answer
Scientific Area	What specific area of interest does this source primarily address?	
Type of source	What is the format or nature of the document (e.g., peer-reviewed article, book, conference paper, report)?	
Language	In what language is the source written?	
Geographic Focus	What specific region or area does the source address or is contextualized within?	
Timeliness	How current is the source, considering its publication date and the context in which it was produced?	
Relevance	To what extent does the source directly address your research questions or thematic areas?	
Credibility	What is the credibility of the source based on the expertise of the authors, their affiliations, and the reputation of the publisher?	
Accessibility	How easily can the full text and supporting materials be accessed?	
Methodology	What methodology is used in the research?	
Originality	Does the source bring unique perspectives, methodologies or findings that significantly advance knowledge in my field?	

Option 4: Using JSTOR



Visit JSTOR, a database that preserves many forms of scholarly content using the links below. Then, use the search function to run a query that will bring up articles connected to your research question.

QR code



Link

<https://www.jstor.org>

JSTOR



Need help using JSTOR?

The video below has some advice on how to use JSTOR efficiently.

QR code



Link https://www.youtube.com/watch?v=QK8_OW3lerQ

JSTOR. (n.d). *Advanced Search on JSTOR* [Video]. YouTube.



Now, choose one article that looks promising, and evaluate it with the criteria below.

What to consider?	Ask yourself...	Record your answer
Scientific Area	What specific area of interest does this source primarily address?	
Type of source	What is the format or nature of the document (e.g., peer-reviewed article, book, conference paper, report)?	
Language	In what language is the source written?	
Geographic Focus	What specific region or area does the source address or is contextualized within?	
Timeliness	How current is the source, considering its publication date and the context in which it was produced?	
Relevance	To what extent does the source directly address your research questions or thematic areas?	
Credibility	What is the credibility of the source based on the expertise of the authors, their affiliations, and the reputation of the publisher?	
Accessibility	How easily can the full text and supporting materials be accessed?	
Methodology	What methodology is used in the research?	
Originality	Does the source bring unique perspectives, methodologies or findings that significantly advance knowledge in my field?	

Option 5: Using a journal search function



Visit the website of *Studies in Second Languages Teaching and Learning*, an open access academic journal. Then, browse the archive or use the search function (top right on the menu) to run a query that will bring up articles connected to your research question.

QR code



Link <https://pressto.amu.edu.pl/>

Studies in Second Language Learning and Teaching (SSLT)



Now, choose one article that looks promising and evaluate it using the criteria overleaf.

What to consider?	Ask yourself...	Record your answer
Scientific Area	What specific area of interest does this source primarily address?	
Type of source	What is the format or nature of the document (e.g., peer-reviewed article, book, conference paper, report)?	
Language	In what language is the source written?	
Geographic Focus	What specific region or area does the source address or is contextualized within?	
Timeliness	How current is the source, considering its publication date and the context in which it was produced?	
Relevance	To what extent does the source directly address your research questions or thematic areas?	
Credibility	What is the credibility of the source based on the expertise of the authors, their affiliations, and the reputation of the publisher?	
Accessibility	How easily can the full text and supporting materials be accessed?	
Methodology	What methodology is used in the research?	
Originality	Does the source bring unique perspectives, methodologies or findings that significantly advance knowledge in my field?	



If you used more than of the options provided above, continue with the **Optional Step**. This step can be done as a discussion task with a colleague.

Optional Step



How easy did you find the process of formulating your search query? How efficient and relevant were the search results obtained? Complete the following comparison table, using a checkmark (✓) for positive assessments and an (X) for negative assessments, tailored to your individual research needs.

		OASIS	ERIC	GOOGLE SCHOLAR	JSTOR	SSLT
Search capabilities	Advanced Search	☐	☐	☐	☐	☐
	Boolean Operators	☐	☐	☐	☐	☐
	Phrase Searching	☐	☐	☐	☐	☐
	Easy to use	☐	☐	☐	☐	☐
Content	Peer-Reviewed	☐	☐	☐	☐	☐
	Publication Dates	☐	☐	☐	☐	☐
	Full Text Access	☐	☐	☐	☐	☐
	Accuracy and Currency	☐	☐	☐	☐	☐
Usability	User Interface	☐	☐	☐	☐	☐
	Accessibility	☐	☐	☐	☐	☐
	Free Cost	☐	☐	☐	☐	☐
	Help and Support	☐	☐	☐	☐	☐
Special Features	Citation Index	☐	☐	☐	☐	☐
	Citation Export	☐	☐	☐	☐	☐
	Cited By	☐	☐	☐	☐	☐
	Related Articles	☐	☐	☐	☐	☐

Activity 4: Self-assessment task

This activity will help you to:	✓ Reflect on your learning progress. ✓ Build confidence in research Skills. ✓ Promote metacognitive awareness.
To do this activity, you will need:	✓ Writing materials ✓ A recent research question or topic you explored
Time required	15–20 minutes

Step 1



Complete the table below with examples from your own searches during this unit:

SEARCH TASK	KEYWORDS USED	BOOLEAN OPERATORS	DATABASE/PLATFORM	OUTCOME (EFFECTIVE OR NOT?)
EXAMPLE 1				
EXAMPLE 2				

Step 2



Reflect on your experience locating professional knowledge by responding to the prompts.

- In what ways have the resources in this module improved your confidence in locating and selecting high-quality publications?
- While engaging with the resources in this module, you came across several publications and were asked to consider their relevance to your teaching. How will the professional knowledge in these publications inform your future practice?

Step 3



Read Section B1 ('Locating appropriate sources of information') of the Language Teacher Research Literacy Development Framework. Which set of descriptors best describes you? Are there any areas where you would like to develop? If so, how do you plan to do this?



You've successfully navigated Module 2 and built a strong foundation! Now, get ready to take your skills even further in the Module 3 – exciting new insights and practical applications await!

Additional reading

Video Tutorial Series

The Web of Science Training Team have produced a series of useful video tutorials that you can access by following the link below.

<https://youtu.be/HVq2J1OeANc?si=thpmZ41GsofTIFeM>

Websites & Online Guides

The Education Research Information Centre (ERIC) have put together a set of Frequently Asked Questions that can help you search, use and cite content in their article database.

<https://eric.ed.gov/?faq>

You can also find guidance on using Google Scholar in their help section. Not all the information is immediately relevant to teachers and education, but you can find useful advice on topics such as advanced searching and off-campus access.

<https://scholar.google.com/intl/en/scholar/help.html>

Appendix I: Where to find useful publications

Name	Type	Description	URL
OASIS	Research Database	The Open Accessible Summaries in Language Studies (OASIS) is a publicly available database that provides one-page, non-technical summaries of peer-reviewed research articles in the fields of language learning, language teaching, and multilingualism.	https://www.oasis-database.org
ERIC	Research Database	ERIC (Education Resources Information Center) is a comprehensive online database that provides access to a vast collection of academic literature in the field of education.	https://eric.ed.gov/
JSTOR	Research Database	JSTOR (Journal Storage) is a digital library that provides access to thousands of academic journal articles, books, and primary sources across various disciplines, including education, linguistics, and TESOL.	https://www.jstor.org
Google Scholar	Search Engine	Google Scholar is a freely accessible search engine that indexes scholarly articles, books, conference	https://scholar.google.com

Name	Type	Description	URL
		papers, theses, dissertations, and patents across various disciplines.	
Scopus	Citation database	Scopus is a large, multidisciplinary abstract and citation database of peer-reviewed research literature. It is maintained by Elsevier and covers a wide range of disciplines, including education, linguistics, and TESOL.	https://www.scopus.com
Directory of Open Access Repositories	Repository	The Directory of Open Access Repositories (OpenDOAR) is an authoritative global directory of open access repositories, providing free access to academic and research outputs.	https://v2.sherpa.ac.uk/opensoar
University institutional Repositories	Repository	University Institutional Repositories (IRs) are digital platforms or archives managed by universities that store and provide access to the academic outputs and research produced by their faculty, students, and staff.	e.g. https://ora.ox.ac.uk
Academia.edu	Academic Network	Academia.edu is an academic networking platform where researchers and scholars can share, discover, and access academic papers, preprints, and conference proceedings.	https://www.academia.edu

Name	Type	Description	URL
ResearchGate	Academic Network	ResearchGate is a professional social networking platform designed for researchers, academics, and scientists to share, discover, and discuss research.	https://www.researchgate.net
<i>Studies in Second Languages Teaching and Learning</i>	Academic Journal	Studies in Second Languages Teaching and Learning (SSLT) is an academic journal that focuses on research related to the teaching and learning of second languages.	https://pressto.amu.edu.pl/index.php/sslit
TESOL Graphics	Infographics	TESOL Graphics focuses on providing visual materials that support English language teaching and learning.	https://www.tesolgraphics.com/
TESOLAcademic channel	Videos	The TESOL Academic Channel is a YouTube channel that offers access to various academic resources, webinars, and presentations for English language teaching professionals.	https://www.youtube.com/@TESOLacademic
TESOL Talks Podcast	Podcast	The TESOL Talks Podcast is a podcast series for English language educators.	https://tinyurl.com/mp3mtk6s
World TESOL Academy	Blog	The World TESOL Academy Blog is features articles, resources, and insights on various topics related to Teaching English to Speakers of Other Languages.	https://www.worldtesolacademy.com/blog/

Appendix II: Boolean Operators

Operator	Description	Example	Instructions
AND	Narrows search results by retrieving only records that contain all specified keywords.	language AND technology retrieves documents that mention both "language" and "technology".	Use AND when you need every term in your query to appear in the results.
OR	Broadens search results by retrieving records that contain at least one of the specified keywords.	education OR pedagogy retrieves documents that mention either "education" or "pedagogy".	Use OR to capture a wider range of documents when searching for synonyms or related terms.
NOT	Excludes records containing specific keywords, filtering out irrelevant information.	teacher training NOT certification retrieve documents about technology while excluding those focused-on smartphones.	Use NOT to eliminate unwanted topics from your search results.
Parentheses: ()	Groups terms or subqueries to control the logic and order of operations in complex search queries.	(language acquisition) AND (young learners)	Use parentheses to group terms and operators, ensuring that your search logic executes as intended.
Quotation marks: " "	Searches for an exact phrase by preserving the order and proximity of the enclosed words.	"task-based learning"	Use quotation marks when you need to retrieve documents containing the exact phrase you specify.
Asterisk: *	Acts as a wildcard or truncation symbol, matching multiple word endings or variations of a root word.	technolog* (retrieves technology, technologies, technological, etc.)	Use the asterisk to capture different word endings or variations in your search query.